JOURNAL OF EDUCATION

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DECEMBER 5, 1932

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ALBERT E. WINSHIP and ANSON W. BELDING
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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

At Your Service

Learning has to be an active process or it is not learning. The progressives have been stressing this fact. Samuel Engle Burr is putting advanced ideas into practice in his superintendency at Glendale, Ohio. Read his article, "Active *Versus* Passive Learning."

•

With changed conditions come fresh needs and altered opportunities. Mr. V. H. Culp recognizes and points out "New Goals in Teacher Training."

•

Mankind has taken into its employ a "green" servant — able and willing enough, but needing to be instructed in some of his higher duties. Schoolmasters should exercise more mastery over this untrained servitor, says Cline M. Koon, in "Radio Awaits Orders."

•

Board covers are not strong enough for schoolbooks, these days. They should be clad in armor plate or something, if they are to withstand the assaults of undiscriminating budget cutters. The article, "Doubtful Economy," loses neither point nor pertinency from the fact that it is by a bookman — Mr. George W. Benton of American Book Company.

•

So many other "ages" have been discovered in addition to chronological age, that this old-fashioned measure of a child's capacity has been pushed into the background — quite mistakenly, Miss Jennie Lloyd Thomson believes, and cites reasons, in "Chronological Age *DOES* Count."

•

And were you looking for that pre-Christmas review of books for general and recreational reading which has become a yearly feature of the Journal of Education? Well — you will find it here in "When Pedagogs Relax," by Mary Allison Belding.

THE PUBLISHERS.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Wonderful 1932

THE discoveries, revelations, and creations of the larger and better lens of microscopes, telescopes, stethoscopes and electroscopes since last March have required the United States to reconstruct its education.

Last April there was official scientific recognition of the revelations of the latest microscopes, through which it is *seen* that nothing in nature is solid; that the crystals that nature has created are like our solar system, every particle is an atom, molecule, electron, and lesser creation is in action as systematic as the sun, planets, and moons in the solar system.

In May it was officially and scientifically recognized that a modern telescope sees universes whose light seen on any evening may have been on its way here before Plato, Socrates and Aristotle were born.

On the thirteenth of last June a stethoscope revealed the fact, through its use on the bones of a dinosaur, that that animal 200,000,000 years ago had one of our recently discovered pernicious modern diseases.

In July two men went up several miles through various strata of atmosphere in an air-tight cylinder, and stayed up there several hours that they might study cosmic rays, which Dr. Robert Milliken had discovered, but about which much was not known.

In August it became known that a dam had been built in Russia by the labor of 51,000 Russian workmen under the guidance of the ablest civil engineers of Great Britain, France, and the United States in three years, that can create twice as much hydro-electric power as can be made by Niagara Falls, the greatest power plant the Lord or nature has ever created.

In September Dr. Robert Milliken announced the improvement of his electroscope so that he can use the power of the cosmic ray and powder an atom so fine that it will take 100,000 million million pieces of it to weigh an ounce.

The revelation for October has not been officially scientificallly announced. It is safe to say that it is not wise for any college professor to claim professional prestige for what he knew last March until he gets that latest discovery, revelation, or creation of 1932.

President Rosier

IT IS INTERESTING that the National Education Association has at this time, when the country has experienced a campaign and an election such as has never before been dreamed of, a president who is a life-long Democrat, Dr. Joseph Rosier.

Dr. Rosier has been a Democrat from his birth, in a state that was born anti-Democrat, and which had remained so until the landslide submerged it on November 8. He was Democrat as country school teacher, city school teacher, city superintendent, county superintendent and Teachers College president, and now holds a most important professional educational position.

An unprecedented combination of circumstances is making Dr. Rosier one of the outstanding professional specialists in the New World. This without any aspiration for such distinction. Dr. Rosier is one of the few men in the country today who continues on the even tenor of his ways.

Dr. Rosier's program for the summer meeting of the National Education Association at Chicago next July will be one of the most significant, scientically and scholastically, of any education program in the new world.

• • •

Senator David I. Walsh

WE HAVE no hesitancy in saying that the address of United States Senator David I. Walsh of Massachusetts before the New England Superintendents Association in Boston, November 18, was the most effective address on education of the season.

"Governments, federal, state, and local, in their search for possible savings must discriminate between the essentials and non-essentials. We must do a little thinking before we apply the yardstick of economy. We owe it to our country that there should be no impairment of education, sustaining as it does citizenship, bringing as it does service of incalculable worth to the next generation. There should be no curtailment of the schools that bring respect and love for our institutions, and everything essential for good citizenship, which should be so taught that the youth of the country will leave school with as despicable disgust for the public official who betrays his trust as for the thief or robber."

We have known the relation of every Governor

of Massachusetts to public education for seventy years, and no one has made a more constructive contribution to good citizenship through his championship of public education than did Governor David I. Walsh.

• • •

The Economic Problems

THOMAS W. LAMONT'S address in Boston on November 17 should prevent the consideration of the economic problems of education by educational professionals. The representative of J. P. Morgan Company in the very nature of the case carries more weight with the public than a multitude of persons whose life and thought have always been with the spending of money in education and on schools rather than in investing it. Mr. Lamont expressed his point of view on the glorious use of money as an investment in the development of intelligent devotion to the promotion of influence and personality for the improvement of nature and human nature today, tomorrow, and day after tomorrow.

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National Education Association, Chicago, July 1-7, 1933.

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A Rare Treat

CHANCELLOR ELMER ELLSWORTH BROWN of New York University and his associates paid Boston a notable compliment when they put on in Boston on November 17 one of the best professional and scholastic programs the city has enjoyed in many a day. It was characteristic of the present spirit of this university and especially of its School of Education. The personality of Dean John W. Withers of the School of Education is magnified whenever there is an opportunity to assume responsibility for high professional development.

• • •

Sane View of Leadership

THE message of Dr. David Snedden at the Superintendents' meeting on November 18 was of supreme importance. There was no faultfinding, no scolding, no spirit of hopelessness, no jealousy of anybody.

The New England superintendents reacted to his every suggestion delightfully.

His message on "Leadership" was as near a classic as anything we have recently heard.

Leadership is never a personal achievement. A specialist represents personal attainment. Leadership involves persons and conditions over which the leader may have no control. It has as much interest in what one does not do as in what one does; with what one is not, as in what one is.

To emphasize the desirability of being a leader is to put a premium upon gambling on one's education.

Dr. Snedden's life has been a noble demonstration of the significance of being a specialist, of not wasting time and energy trying to control the uncontrollable.

• • •

Thomas E. Finegan

DR. THOMAS E. FINEGAN, who died after a short illness on November 10 at the age of sixty-eight, had a brilliant administrative record in education. At the age of twenty-six he was officially connected with the New York State Department of Education and thereafter was an official and an authority on education in New York, Pennsylvania, and the United States.

Few men have had the ardent personal friendships that Dr. Finegan enjoyed from the day that he became a country schoolmaster in New York State at seventeen years of age, and there was never a year when we did not enjoy that friendship. His personal comrades were among America's noble professional and official men.

• • •

Department of Superintendence, Minneapolis, February 25- March 2, 1933.

• • •

Robert Foresman

IN THE death of Robert Foresman of Montclair, New Jersey, at the age of seventy-six school music loses one of its most famous authors and publishers of more than a third of a century.

Mr. Foresman was a genius as a pioneer in school music, a master in breadth of knowledge of school songs and compositions of all countries and in all varieties.

Mr. Foresman early devoted himself to the study of psychology, and in his school music books gave especial attention to adapting vocal and instrumental music to the attainments and interests of students.

Of late years Mr. Foresman has been associated with the American Book Company, which has been publishing the "Foresman Series of Songs," which Robert Foresman had recreated and in which he confined the selections to classic music from the masters, old and new, of various countries and languages.

Personally, we have been closely identified with Robert Foresman professionally since his first publication of school music. His passing at this time is the loss of a comrade of more than half-a-century.

Belding's Page

The Economy Wave

A GOOD many people are saying these days that the schools are opposed to economy; that they are prepared to fight reductions of salaries and other portions of educational budgets; and that the trouble with the school profession is the well-known human ailment called selfishness—unwillingness to sacrifice jobs or salaries.

No one is authorized to speak for the school profession of America. Nor would it be possible for any official spokesman, if there were one, to deliver an accurate appraisal of the varied motives which actuate the nation's educators. Certainly one would be foolish to deny the existence of selfishness in any large group of human beings. Instances have, in fact, occurred in a number of places that pretty clearly indicated a determination on the part of the teaching fraternity of those places to "sit pretty" in the matter of school budgets and to resist, with all the votes at their command, every attempt to make the schools stand any share of municipal retrenchment.

By and large, however, the attitude of school workers appears to be something like this:—

"We are not opposed to economy, or to making whatever sacrifices it is our duty, as good citizens and good sports, to make. We object only to false economy; economy which will be costly to the children now in the schools and to those who follow them. We do not like to see the gains which education has made slowly and painfully during several generations suddenly and recklessly swept away. It is easy to fall backward, but difficult to recover the ground. Take the matter of salaries; only in recent years have these been brought to respectable levels, enabling the schools to attract more competent, better-trained teachers. We believe that any reduction in salaries, occasioned by the emergency and justified by the fluctuation of the dollar, should be adopted as a temporary expedient only. Again, take the matter of so-called 'fads and frills.' Aside from the fact that some school plants are more elaborate than they would be if they were to be built over again in 1932, and the cost of their upkeep is accordingly heavier than we wish it were, a careful examination of school spending will reveal very little extravagance. To be sure, our junior and senior high schools are costing a good deal more than the four-year high schools used to cost. This is because we have departed from the narrow, undemocratic plan of supplying a secondary education to only a few favored young people with bookish minds who purposed going to college, and we are attempting to meet the needs of all the children of all the people. Some of the very citizens who complain most about 'fads and frills' should be most grateful for the opportunities that have been opened to their own children to receive instruction in subjects they could pursue with interest and profit. For such reasons as these, we ask that the pruning knife be wielded upon the schools with caution and with a genuine regard for the rights and needs of the boys and girls who must be equippped to deal with a complex and difficult life, and must have more and better education rather than less and poorer."

• • •

Civic Foundation

CHILDREN should have practice in self-government. Whether they are to get such practice from a formally constituted system of school elections with "real polling booths" and printed ballots with squares on them, or by governing their tempers, their thoughts and wills and deeds, is not so important. The exercise should be genuine and should enlist the innermost spirit of the child. He should sense the necessity of self-control and the shouldering of responsibility in some measure for the well-being and success of the community.

• • •

Smith College Oils the Gate

Smith College has a new and apparently excellent plan for admitting a portion of its freshman class. The "junior selection plan," as it is called, provides that girls of exceptionally high scholarship in the junior classes of secondary schools may submit to the comprehensive tests of the college board, and if these hurdles are surmounted, the final year of preparatory work may be taken with most of the clamps removed. So long as the senior, thus chosen, carries a full program of studies and earns high marks, stipulations as to courses of study are omitted, and the dread of further examinations as an entrance criterion melts away.

Thus one more step is taken in the direction of emancipating the secondary school from college decrees. Imagine the joys of a high school senior, preparing for college and at the same time taking courses that are not prescribed but desired! The privilege is confined to a few unusually gifted girls. But the portent is a good and welcome one.

Auson W. Belding

Active *Versus* Passive Learning

By SAMUEL ENGLE BURR
Superintendent, Glendale, Ohio

CERTAIN groups of human beings are constantly struggling onward and upward from conditions of the present to conditions which will be better in the future. They are always endeavoring to find a more desirable plane on which to live and more especially a higher plane upon which their children may live when they become adults. We call this the struggle for education and it has continued throughout many ages, with varying degrees of success. In the process many forward steps have been lost, either partially or completely, temporarily or permanently, for there have been many interruptions and most inadequate means for retaining the good and for making it generally known.

Our present stage of civilization, however, with its tremendous printing facilities, its ease of communication and of transportation and its realization of international interdependence, presents a setting which is more likely to recognize that which is good in education, to retain it and to make it generally known than has ever been presented before in the world's history.

•

Among primitive peoples it has been generally recognized that "Experience is the best teacher," but as civilization has become more complex and as more experiences have had to be gained vicariously, much of the vigor and virility of the older order has been lost, and education has tended to become purely an imparting process with the learner put into a passive mood, especially in the cultural and aesthetic fields.

From generation to generation various realists have stood out against this change, have received scant support, and have been branded as radicals. Today, however, there is a numerous group of educators who see that the very foundation of learning is lost if children are not allowed to experience many things for themselves.

It has been demonstrated repeatedly that we learn to do by doing—that learning is an active process—that man is naturally active in many ways. His life is a continuous series of many activities, all of which are composite, involving more or less of the physical, mental, moral, social, spiritual, and emotional self in each. Because of this, the learning process must be considered as an active process in which the child learns best by experiencing.

Because it is the child for whom the schools exist, the child must be the centre of interest and attention in the schools. The teacher is needed as a counselor and guide, but the pupil needs to take an active part in the learning process. The teacher will function as an active member of the social group also, but not as a task-master or slave-driver. All will participate, in some helpful way, in the activities being developed.

SAMUEL ENGLE BURR

When people are active, they enjoy and profit most from activities which interest and satisfy the individuals in the group and the group as a whole. Activities must hold more of value than mere interest, however. They must have a worthwhile purpose concerned with one or more of the fields of personal development already mentioned.

It must also be recognized that with our present nationalistic political organization of the world in which we live that national needs must be adequately considered, in planning an educational set-up in any country.

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The United States of America is a democracy depending upon universal suffrage and the political equality of all its citizens for the continuance of sound and successful governmental progress. Hence, it is the civic duty of the state to provide suitable public educational facilities so that the citizens may be able to exercise their rights of suffrage wisely.

Because the life of a nation depends not only upon the civic ability and training of its people, but also upon the industrial, social, moral, physical and emotional state of the people, public education must deal with these phases of life also.

In this country, these two basic principles have been understood and accepted in theory for many years, and have been coming into actual practice gradually. We have developed a system of public education in order to carry out these purposes, and the ideal now before us is the further development of this system so that it will offer at least twelve years of free public educational opportunity to all the children of all the people.

Scientific investigations have confirmed our casual observation that man is a gregarious animal, and also that as individuals we differ widely from one another in many ways within any group. Hence our educational policy during these twelve years of school work must take into account not only the group needs of the citizens in general but also the individual needs and abilities of the various members of the group.

In daily life—as in school activities—certain tools or skills such as the elements of reading, writing and arithmetic are universally useful. Definite drill and practice beyond that occurring in school activities as such are often needed in order to provide complete mastery over these tools. Also in daily life—as in school activities (which are, of course, a part of life, for the child)—we constantly form or reconstruct habits, ideals, appreciations and attitudes concerning our surrounding conditions. Care should be exercised in order that school activities should be instrumental in forming the kind of habits, ideals, appreciations and attitudes which are most worthwhile.

Because our present-day world is so tyrannic, so full of change, it is impossible for us to foresee many of the problems which will confront today's children when they become tomorrow's adults. In such a situation it is best for us to help children in the solution of today's problems on a plane appropriate to their own interests, abilities, and present accomplishments. Such a procedure will give them methods of attack upon many problems in various situations and will provide opportunities for the use of initiative and judgment, originality and the use of proven rules, creative self-expression and proper appreciation for the work of others, individuality and cooperative group enterprise and freedom within limits.

Arbitrary restraints, arbitrarily imposed, limit learnings, so freedom should be a keynote of the school—freedom to experiment, to move about, to plan, to purpose and to do, so that pupils may develop their desirable powers and abilities to the fullest extent. Such freedom must be limited by such things as the rights of others and the welfare of the group and must not develop into license.

From the point of view of the state and also of the individual citizen then, the aim of American public education is the creation of a population of well-informed people whose various possibilities of all sorts have been highly developed and properly integrated so as to provide a maximum of national and international security and of personal happiness.

New Goals in Teacher Training

By V. H. CULP

Northern State Teachers College, Aberdeen, South Dakota

DURING the last two decades the teacher factories of the nation have been specializing in mass production. They have literally turned out thousands of teachers annually without so much as asking: "How many new teachers does the state or the United States need annually?" The inevitable result of such a policy is an overproduction of teachers. This surplus in turn causes low salaries and a lowering of the status of the profession, and the surplus continues to grow because of effective advertising campaigns. In some states there are more than two teachers for every position, and in the face of those facts the teacher factories are grinding out the usual grist.

While the situation may look desperate, it is by no means as serious as it appears.

The teacher factories must change tactics and sponsor a program of diversification. There is no end of high grade professional service that the teacher-training institutions can render.

First.—They should stand for higher qualifications of teachers. Thousands of certified teachers should be relieved of professional responsibility because of lack of adequate training. The teacher factories should work toward a minimum, and a much higher, standard for teachers in the elementary schools.

Second. — Teacher factories should inform their prospective graduates regarding the requirements of the field. Some fields of education are more overcrowded than others. A careful study of the probable needs of the field would assist the institutions in giving proper guidance.

Third.—The institutions in every state should set up standards for admission to teacher training. High school graduation, as present conditions show, is not sufficient. The number of candidates seeking admission to the profession should be selected. In fact, in some states additional means may be used to limit the number of certified teachers competing for positions. To have a great surplus means unemployment and a lowering of the status of teaching. That condition is not fair to the individual who invests his money in training, or the individual who competes with poorly-prepared candidates.

Fourth. — Educational leaders today recognize the fact that the greatest need of American education is the improvement of instruction. The responsibility of the teacher factory does not end

with graduation; in fact, it begins there. There is no need for a grist of new teachers, but there is great need of follow-up work to make teachers more efficient. Anyone who knows about teaching as a profession knows that it is impossible to turn out a finished teacher in two or four years. After teachers are confronted with real situations, they are in a position to learn much more effectively. Much poor teaching and many professional errors could be avoided if sympathetic supervisors visited the product of the factories. Such visitations would also tend to make the training institutions more practical. As a matter of fact, there is a shortage of real teachers today. Too many are just "getting by." Some of them are in the wrong grade or location, others lack proper direction, while others never should have entered teaching in the first place. So far as boys and girls are concerned, they do not need more teachers, but the teachers in the schoolrooms should be made more efficient through additional training and direction. It is there that teacher-training institutions can render the highest professional service.

Mass production should cease at once and the training institutions should have a strictly professional program, admitting a selected group and turning out a more proficient product. They should advise students regarding the needs of the field, sponsor a program of higher qualifications, and continue an effective training program through supervision after the teachers have finished their courses. Until these desired results are consummated, teaching will continue to be disorganized and ineffective as at present. The great universities, state departments of education, teachers colleges, and leading educators should assume a position of leadership at once and justify their professional existence.

Penology Enlists the Teacher

By JOHN RITCHIE

Boston

THERE are probably few, even among the well-informed, who realize the extent of the present educational movement towards bettering the condition, mentally and morally, of those who are committed to penal institutions. There is evidence in not a few places of real effort to study the unfortunates, and if there is the material within them, to make of them, on release, productive members of the community, instead of the potential liabilities which they have been under past conditions.

This suggestion seems not to be really new, for the word, "reformatory," is indicative of thoughts of long ago, but these institutions have not realized all the ideals of those older optimists in penology. The simultaneous presentation in three of the newspapers of Boston of the educational plannings of three different institutions, gives evidence of activity towards real betterment of the situation.

The Norfolk colony had its plans and methods outlined at considerable length in the Boston Transcript, while a glowing story of matters already achieved at the women's reformatory at Framingham was given place in the Herald. At Norfolk, it may be said, a very modern pin-chart gives an up-to-date means of checking up, which suggests to the councilors and supervisors the possibility and scope of remedial measures.

Rhode Island, at its great state institution at Howard, near Providence, is on the point of dedicating a very modern unit, in which it is the intention to study the inmates and give them opportunities for education and more and more personal liberty, within the limits of their units, as their progress warrants. This is not quite the liberty possible at Norfolk with its vast yard, walled in and guarded as it is, but the same kind of rehabilitation work will be in the program.

Besides the Federal Penitentiary at Lewisburg, Penn., the third of those mentioned in the newspapers, there are suggestions of other work at Lawton, Va And, as is quite often found to be the case, some of our ideas are paralleled, if not preceded, by those of European countries. A while ago it was Germany that was reputed to be in the lead in methods of education in prisons, but at the moment it is Czechoslovakia on which admiring eyes are fastened, and to which our prison experts make quiet but valuable visits.

As in other educational efforts, the programs of reform and personnel necessary are quite rapidly increasing. At the moment, in addition to the wardens and guards, there are teachers and instructors in manual training for the direct education, and physicians, psychiatrists and physiologists on duty within the walls, while social workers in the home communities are in contact with the families, with help at time of discharge, and then more or less of a follow-up.

Such plans are exceedingly wide and comprehensive, and seem to be so well based on experience in other groups, that possibly now some real results may be achieved.

Doubtful Economy

By GEORGE W. BENTON
Editor-in-Chief, American Book Company

All is not economy that goes by that name. Mr. Benton — who writes by invitation of the Editors — contends that curtailing the book supply of pupils causes more loss than gain.

THE schools have not escaped their share of criticism for the orgy of spending money and issuing obligations for future settlement which preceded the collapse of 1929. Multiplication of courses, expansion of supervision, erection of costly buildings, magnificent playgrounds, equivalent to a city park a generation ago, and large increases to previously under-paid teachers, are among the items which have contributed to the grand total of school expenses to which criticism is directed. In most localities the cost of school books has also been advanced as another serious item of expense.

It is not the purpose of this article to pass upon the wisdom or the expediency of these expenditures. For the moment we may grant both. What this article proposes is consideration of the value of certain means by which the public are being impressed that real retrenchment in school expenses is under way. Here and there an occasional expansion program has been temporarily abandoned; occasionally a superfluous employee has been assigned to more profitable work; a vacancy has been left unfilled; the purchase of textbooks curtailed. The net result is not too impressive as retrenchment. This limited reaction to the demand for reducing school expenses is explained on the ground that to do more would be mortgaging the future by handicapping a child's education, a result which can neither be tolerated nor condoned.

No one will disagree with this sentiment. A child's education is a paramount duty, both for the sake of the child and for the safety of the state.

Where has the real attack on school expenses been centred? Unfortunately on books, if what we hear and read and see is to be believed, for everyone knows about books. Very few, not directly concerned, are familiar with the details of other school expenses. So textbook equipment has been chosen almost universally as the victim of a gesture of economy. The reason for this is not difficult to find. Textbooks are the nearest to the public of all school contacts.

At one time all school books were purchased by the patrons of the schools. Today, in many localities, the books used by the pupils in their class work are bought by the school authorities and placed in the hands of pupils without cost. But whether or not the parent buys the books, the pupil takes his book home occasionally, if not usually. In this way the public is constantly reminded of textbooks, and the occasional calls for money to buy a book give the parent an exaggerated impression of their cost. This impression is especially strong, if, as too frequently happens, parents are called upon to replace a damaged book, or to supply another to supplement texts already in use.

Textbooks are about the only things in the school budget calling for a direct outlay of cash by the parent, unless the school has taken over that function. It is reasoned that no one will complain, and all will applaud curtailment of textbook purchases to reduce school costs. Other school expenses, covered up in the general tax, escape the shock of direct contact.

But let us look into the facts a little more closely. Suppose we stop buying textbooks altogether for a while. What will it do for the budget?

In 1913, out of every dollar spent on the schools, 2.7 cents were used for the purchase of textbooks. In 1928, out of every dollar spent on the schools, 1.6 cents were used in the purchase of textbooks. We have no figures for 1932, but we do know that 64 million textbooks were sold in the entire year of 1928, and only 16½ million in the last half of 1930, the six-months' period, July to December, in which, as a rule, 75 per cent. of all textbook sales are made. If, then, we allow 4 million for the books sold in the first half of 1930, the total for the year would reach only 20½ million textbooks sold in 1930; less than one-third of the sales for 1928. What influence has this on the budget? Cut out all the textbooks sold in the past two years and you would still have over 98 per cent. of the school budget remaining.

Not only this, but if we may accept the reports of the Office of Education, the purchasers of textbooks have paid less in 1931 for some of the books they use. As a result, while they paid an average of 76.5 cents for their books in 1928, what they used in 1931 cost them only an average of 54.1 cents, a drop in three years of 22.4 cents or 29.2 per cent.

This saving is explained in two ways:—

1. The purchases have been more carefully made and were confined to necessities.

2. Slightly lower costs for material have made it possible to produce some classes of books at a lower cost.

We actually find, therefore, fewer books, with a tendency, where possible, to lower prices occupying a position of exaggerated importance among the various items making up a constantly increasing budget for school purposes.

It should be easy to observe that from the viewpoint of economy in expenditures, curtailing the purchase of necessary textbooks, even to the vanishing point, could not and does not materially reduce the school budget. So why do it?

But suppose cutting down the purchase of textbooks would serve materially to reduce the budget? Is it educationally economical?

Among the important by-products of school training are several which have enormous value in rounding out a child's character; in fitting him to learn to appreciate and enjoy the expanding leisure which modern life is forcing upon him.

The love of a good book is one. How a child of fifty years ago cherished it, if he was so fortunate as to own one! He appreciated its content and jealously guarded its material well-being.

Mark Sullivan in "America Finding Herself" quotes Herbert Quick as saying: "Just the opening of the marvels of the printed page was a poignant delight, gave me a sort of ecstasy."

Evidently, Mark Sullivan and Herbert Quick may be counted among that fortunate group of children of that earlier day, who cherished a book and read it until its spirit, if not its language, became their own and ever after influenced their actions.

Today, that sort of influence is all but gone. It is the exception instead of the rule today, that a new book is put into the hands of a child, and an even greater exception when he has a book which he may call his own. We are told, with how much truth the reader will know, that in these times of financial depression some school authorities, more frugal than wise, have called upon the people to bring in for use in the schools all old books which they may find which will hang together. These books to take the place which otherwise might have called for one cent or a cent and a half out of each school dollar to supply! Is the sacrifice economically worthwhile? Who will say that it is?

Another of these useful by-products is love for beautiful things. Taste may be a natural gift, but for most of us it must be cultivated. A shabby, rickety, dog-eared book is not a happy means for development ot esthetics. A clean, well-made book does contribute to that end.

Still another and not the least of these by-products of school training is development of self-respect. Shoddy surroundings, including shoddy books, tend to counteract other civilizing influences brought to bear by the schools on sensitive children.

But is it necessary to go further on these lines to prove the futility of curtailing the purchase of textbooks as a means of economy? It would seem not. Some other method of reducing the budget should be found, and textbooks, which we are told are only next in importance to the teachers themselves, should be restored to their proper place in the schools.

It ought not to be impossible to find ways of substantial reduction in school expenses without seriously affecting the teaching force, or the regular programs of the normal curriculum of the schools. Careful scrutiny of extra-curricular programs and high-power pedagogical gymnastics will disclose ready means of retrenchment which will make a showing in the budget such as no onset on textbooks could possibly accomplish. We commend this action to the consideration of school authorities and patrons.

It may be taken for granted that publishers are ready to do their part in developing material best calculated to maintain the reputation that American textbooks have so long held as permanent sources of dependable information, as organizing devices to guarantee good teaching.

The Secret of Success

By Nixon Waterman

One day, in huckleberry-time, when little Johnny Flails
And half-a-dozen other boys were starting with their pails
To gather berries, Johnny's pa, in talking with him, said
That he could tell him how to pick so he'd come out ahead.
"First find your bush," said Johnny's pa, "and then stick to it till
You've picked it clean. Let those go chasing all about who will
In search of better bushes; but it's picking tells, my son,
To look at fifty bushes doesn't count like picking one."

And Johnny did as he was told; and, sure enough, he found
By sticking to his bush while all the others chased around
In search of better picking, 'twas as his father said;
For, while the others looked, he worked, and thus came out ahead.
And Johnny recollected this when he became a man,
And first of all he laid him out a well-determined plan;
So, while the brilliant triflers failed with all their brains and push,
Wise, steady-going Johnny won by "sticking to his bush."

Chronological Age *Does* Count

By JENNIE LLOYD THOMSON

Director of Child Guidance in Public Schools, Glen Ridge, New Jersey

OUR study of the children in Glen Ridge leads us to believe that chronological age plays a *very* important part in social, emotional and mental habits. During the past two years I have tested approximately two hundred children in the kindergartens, and two hundred and forty in the first grades. Their ages have ranged from four to seven and one-half years, and their intellectual possibilities from the very mediocre to the very brilliant. It has been interesting to note that each child tended to respond socially and emotionally according to his chronological age. This was true also of his school achievement, regardless of the degree of intelligence he might possess. A brilliant child of six years will be found doing inferior work in a second grade, while mediocre children of seven will be doing good or superior work in the same grade. Such findings have led us to analyze briefly the characteristics of children from four to seven years, also their responses to the experiences offered them in school.

A child of *four* lives upon the level of an individualist. *His* wants are his chief interest. He is gregarious rather than social. He likes to be where people are, if they are good to him and satisfy his needs. He prefers the society of older children or adults to those of his own age, for they treat him with more consideration. He is not ready to co-operate in a group, for he is really only interested in himself. This is not a sign of selfishness, but of the individualistic stage through which we all pass. Emotionally, a child of four is very elemental. He laughs and cries easily. If his feelings are hurt, if he becomes frightened or angry, or if he does not understand what is expected of him, screaming, kicking, even biting, are actions that are not unusual, especially if he is very intelligent and tries to live up to group behavior. Such effort will cause his nerves to become as tense as those of the adult, who lives under a constant strain. So, emotional explosions may be expected. The activities of a four-year-old are largely those of the muscles and senses, and his conversations are of the question and answer type. He is learning to use his body, to handle concrete things, and to accumulate words and ideas.

A *five*-year-old child responds as a five-year-old, whether his lot is cast in a home, a kindergarten or a first grade. He is fascinated by children of his own age. He takes children home "to show" his parents, and brings his parents to school that they may see his classmates. He tries to do everything that every other child does, and often becomes exhausted by his own ambitions. He carries his four-year-old interest in handling concrete materials, to the level of construction. He loves to "make things" with wood, paper, cloth, paint, or clay. *Any* material suggests possible use to a five-year-old child. He enjoys simple games, but his four-year-old ego is not very remote, so he finds it difficult to yield his own wishes to the group. He can only do so for brief periods, then he insists upon playing the part he likes best. Emotionally, he is more stable than the four-year-old, but, under stress of effort, anxiety or disappointment, tears, fist fighting or resentment may be expected. The five-year-old prefers talking to listening, and being read to, to reading.

The *six*-year-old child is so interested in the activities of his group that he worries if he cannot do everything as well as his classmates. He is beginning to lose the self-confidence of the four and five-year-old children. The latter are always sure that whatever they do is "the best." I have known intimately at least 500 children from four to six years of age, and I have found few, under six, who did not think they could build or paint anything they *wanted to*, from the Leviathan to a Madonna. Many times, in my ignorance, I have asked a group of kindergarten children to choose which picture of all those made by the class, was the "best." Invariably, each child chose his own. But a *six*-year-old child is more discriminating. He knows the difference between *trying* to do something, and *doing* it. He is easily discouraged and apparently indulges in many anxious thoughts. I recently tested a six-year-old boy, who had entered the first grade at five-and-a-half, and he volunteered the following remarks: "Reading is hard. I've tried to learn how to read for six months, and I can't do it yet." After meeting perfectly the task I offered him, he added: "If you don't learn how to read, you're stupid, lazy, some people say, 'dumb.' Suppose I don't know how when I'm forty-five or twenty-nine years old!" Again he skillfully completed a task, then said: "When I grow up, I'm not going to *be* anything—just my father's boy." The child had a superior mind, good social and emotional habits, and a cultivated background, but he was the poorest reader in his class, and he

knew it. Among his classmates was a child of seven years, who had entered the first grade at six-and-a-half. She showed mediocre intellectual abilities, had good social and emotional habits, and a rather limited background. She had had six months of reading experience, and was one of the best readers in the class. Her only advantage was her chronological age. She had lived and developed one year longer than her troubled little classmate, and at the end of six months could read happily and well. At the end of the same six months the unusually intelligent little boy had only learned that he *couldn't* read.

Such discrepancies between ability and accomplishment are frequently found among children who enter the first grade before they are six or six and a half years of age. If we recall that scientific studies of children, as well as home and school observations reveal that, from five to six years of age, their absorbing interests are other children, talking, simple handwork, play and being "read to," the nature of the difficulty is suggested. We are asking them to live upon levels of development which they have not yet reached—a common mistake wherever adults are found! We do the same thing when we ask a four-year-old child to become part of a kindergarten group, for he is still in the individualistic stage. So, he will either cultivate the habit of being individualistic in a group, which will make cooperation difficult, later, or he will strain himself trying to live on a social level. He might better be living richly upon the individualistic level where nature has placed him.

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Dr. Arnold Gesell, director of the child development clinic at Yale University, says that the apparently lawless and incoherent behavior of an infant is, in reality, ordered and consistent with his maturity, and that throughout life, patterns of behavior continue to be shaped by organic processes of growth. Nature has a certain rhythm of development, certain tendencies appear at certain times, and learning can only be grafted upon those tendencies which have appeared. And there is evidence that *learning, attempted before the maturing of the tendency required, delays skill.*

One of Dr. Gesell's treasured possessions is a pair of identical twins. He decided to teach them to climb some nursery steps. When the twins were eleven-and-one-half months old, Twin T was *trained* in step climbing for twenty minutes a day. Twin C was ignored, and made no effort to climb. At the age of thirteen-and-one-half months, Twin T mounted the steps in twenty seconds. Twin C took *much* longer. Then both twins were given two weeks of training in step climbing. At the end of that period, when they were fourteen months old, T, the twin trained for three-and-one-half months, mounted the steps in seventeen seconds. C, the twin trained for two weeks, mounted them in six. Twin T had been taught to climb while at the crawling stage, so she continued to climb that way. Twin C did not attempt climbing until she reached the upright stage. So she had no crawling habits to unlearn.

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Such experiments as Dr. Gesell's and such facts as the discouraged six-year-old readers, and the successful ones of seven, suggest the importance of *relating the experiences we offer children to their tendencies to use them.* It also suggests that there are appproximate age levels when such tendencies appear. Our task is to find these levels. We know that children of five and six like children, concrete things, talking, playing, and being "read to." When the latter pleasure grows *very* keen, *they will become interested in learning how to read to themselves.* The exact age of that interest varies with individuals, but we have evidence that its appearance ranges from six to seven years, the period when a child emerges from babyhood to childhood. We know that the human race lived for thousands of years before it developed an interest in reading. And for many hundred years more, that interest was limited to a few individuals. The history of language proves that words, either spoken or written, have grown out of the actual experiences they describe. So it seems illogical to ask children to read while they are craving the concrete experiences, which should precede such accomplishment. They should be allowed to outgrow their babyhood before being asked to handle the tools of maturity. Or, like the crawling twin, they will attach baby habits to the task. Reading *is* a mature accomplishment, and seeing, naming and understanding printed words in a baby manner is a real handicap. A child who begins to read at five or five-and-one-half years will have had, at the age of eight, three years of reading, hampered by baby habits. He will have accumulated so much experience in struggling to recognize words and phrases, that his reading habits are halting, and so bound up with emotion that he cannot yield himself to the content. Then we wonder why he cannot learn his geography, especially when we have evidence of his intelligence. It seems very probable that he has not been able to unlearn his crawling habits. *Learning attempted before maturation does delay accomplishment.*

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For many years the teachers of Glen Ridge have found that all children from six to seven years of age learn to read with less struggle and with more facility than even brilliant children of five and five-and-one-half years, and the nearer the approach to seven, the greater the

ease. I know many seven-year-old children who insist upon reading aloud to any adults who will listen. They are so happy in the skill they are acquiring, that it is difficult to make them stop using it. I know many, at least sixty, five and five-and-one-half and six-year-old children who are worried and discouraged over their reading efforts. They say: "I don't like to read—I don't know why; I guess it's too hard." In the 240 First Grade children I have tested, 221 told me, voluntarily, that what they liked to do best was "to draw and make things and play." The other nineteen, all over six, and some seven years of age, liked reading "the best."

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But reading is only one of the difficulties facing a child who begins abstract learning at a very tender age. He often learns what he is taught, just as Twin T did, but he is being cheated out of the experiences he should have—"making things, playing and being read to." When hundreds of children between the ages of five and six crave these activities, we have reason to believe that they satisfy the natural tendencies that Dr. Gesell is helping us to appreciate. Nature never forgives a slight. If she is not given her due at one time, she will claim it at another. In our schools we find that she is likely to demand payment in the Third Grade. At the present time there are in all our Third Grades sixteen children approximately seven years of age. They entered the kindergarten at four, and because they seemed very intelligent, were admitted to the First Grade at five, and to the second at six years. So, because of their superior intelligence, and because of the work done in the First and Second Grades, they should be ready to meet the demands of Grade Three, but in most cases they fail to do so. They *may* do the work required, though that is the exception, but

"Nature never forgives a slight. If she is not given her due at one time, she will claim it at another. In our schools we find that she is likely to demand payment in the Third Grade."

socially and emotionally, they lag behind their eight-year-old classmates. They were cheated out of the rich experience with "children and things," which they craved at five and six years. At that time they were learning to "listen and read." They wanted to "talk and make things." So these "poor little rich" children of seven, weary of living beyond their development, are resting themselves by acting like children of five and six. One outstandingly clever child of seven years, in a Third Grade, seems tired of reading and won't do her arithmetic. When her teacher tries to give her individual help, the child climbs on her lap, caresses her, toys with her beads, and plays with the things on her desk. In class, she touches and plays with the children, and when her parents and teacher insist upon her meeting definite school tasks, she accomplishes them, then relaxes, and does practically nothing for days following. Few of her classmates have her very superior intelligence, but they have lived a year longer than she, and are doing the work required, happily and well. Socially, they are entering the co-operative play period, and they long to be "good sports." So they are often cruel to a child who can't do what the group can, and who still likes to sit on laps and be petted. Apparently it is as difficult for children to remember the stages through which they have passed, as it is for adults.

But the exact time of reaching any particular level, of knowing when certain tendencies will appear, is difficult to determine, for it varies with individuals. However, that variation takes place within certain limits. We expect a baby to walk within the range of eleven to seventeen months of age, he will say words from eight to twenty months, and will speak in simple sentences from three to four years. After that conversation flows too rapidly for most adults to follow! We don't expect a baby to walk until he seems ready to make the attempt, and we meet a child's conversation at whatever level it happens to be. If we treated older children with the same understanding, the school experiences offered them would be somewhat as follows:—

A kindergarten would be a place where five-year-old children have the opportunity to begin living with their peers—other five-year-old children. This experience will help them to become less individualistic, for they crave the society of children so much that they will yield some of their wishes in order to win favor. They will struggle to control their unstable emotions in order to enjoy the privileges of the group. They should have all the concrete materials they can handle, for this is the period when they show keen pleasure in sense and muscle activity. Pictures, stories and music will give form to their ideas and emotions. Our analysis of the four-year-old shows that he will either fail to co-operate in a group, or will strain himself trying to live on a level beyond his development. So kindergarten experience is not recommended for four-year-olds. Occasionally it may seem desirable, and, in such cases, a two-year period in the kindergarten should be planned. For children will gain little, if anything, from group work and play while at the individualistic stage of four. At five they will respond to it eagerly. I know of no environment in which a five-year-old child lives as vitally as in a wisely organized kindergarten.

A First Grade would be a place where children of six years or

over may be offered the experiences they seem to need. This is the period when they begin to suffer if they cannot do what their clasmates can. If they are still at the play and concrete stage, and they often are, they should have a great deal of activity, and *very* simple reading experiences. Finding real relationships between things and the words which stand for them should be stressed, through conversation and story telling. Then a reading vocabulary, which stands for and describes the things interesting to the group, should be acquired. When such relationship between things and ideas and the spoken and printed words has been established, an attempt to use the mature skill called reading may be made. As we have found that the nearer the approach to seven, the more easily do children acquire this skill, it does not seem that time spent on these preliminaries would be wasted. The more mature approach to the learning of reading, used in many schools in this country, is frequently criticised by psychiatrists of wide experience.

The Second Grade would be a place where definite training and practice in reading, writing, and very simple number work should be given. When Twin C was old enough, training helped her skill in climbing. And, since so many children of seven seem able to acquire reading facility, and to become interested in what numbers stand for, we should not be afraid to give them definite teaching, and should expect them to acquire habits of reasonable skill. Work with concrete materials need not be neglected, but it should hold a less important place than in the First Grade and kindergarten.

This discussion in no sense denies that children need teaching, and that they should be held responsible for what they are taught. It merely attempts to find the periods when learning certain things may be related to tendencies toward the activities which the learning requires. If this can be done, we shall not need to forgive shiftless habits in school accomplishments. We shall dare to urge definite achievement, for we shall be working with nature. The best of children lag, at times; individuals will balk at learning certain skills and facts. But, if we are reasonably sure that children are fit physically, emotionally and mentally, and that our demands are in keeping with their levels of response, we need not be afraid to use some degree of coercion.

There *is* a rhythm of development, socially, emotionally and mentally, as well as physically. If we can relate our demands to this rhythm, there seems little doubt that children will gain reasonably acceptable social and emotional habits, and will acquire at least a workable understanding of the three R's. Since this rhythm is related to chronological age, our conviction that a child's age plays a very important part in what he does, seems justified.

They Say

MURRAY G. PATERSON:—

"During times of depression men and women turn to the more serious things of life."

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DR. NICHOLAS MURRAY BUTLER:—

"So long as human nature remains imperfect, just so long will any form of government which rests upon human nature be imperfect, too."

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HENRY T. WEED, author of "Useful Science":—

"In order to lead happy, useful, efficient lives, we are continually becoming more dependent on an intelligent and scientific understanding of ourselves and our surroundings."

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BRUCE BARTON:—

"The time in the life of a child when a mother can exert her influence is terribly brief."

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ALBERT EINSTEIN:—

"Relativity has nothing to do with the soul; it is a matter only for the head."

GEORGE WILLIAM GERWIG, Heury C. Frick Commission, Pittsburgh, Pa.:—

"Emotion is the strongest, deepest and highest power in human life. Impulse and desire are the initial causes of human activity."

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DAVID LLOYD GEORGE:—

"Disarmament is one of those questions where everybody agrees in principle and differs in practice."

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SMEDLEY D. BUTLER:—

"It is practically impossible for a man to live in America today without a sense of humor. So many funny things happen."

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HELEN WILLS MOODY:—

"If you see a tennis player who looks as if he is working very hard, then that means he isn't very good."

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M. ATHE:—

"A man with an inefficient mind wears inefficient dress, while the man with a rational mind dresses rationally."

Have You Heard--?

(A. W. B.)

GLIMPSES of what one school is doing in arithmetic are happily afforded in the current Yearbook of Washington School, in Springfield, Mass. The book was written by the children and compiled by the principal, Sara A. Chase. Evidently the thing that used to be defined as "the science of number and the art of computation" has taken on new life in the hands of teachers in the Washington School. This 1931-'32 Yearbook, like the one that preceded it, is sure to suggest interesting possibilities to the wide-awake teacher, and there is cause for gratification in the fact that the work has been made available at nominal cost to all who desire it. The earlier volume was circulated among twenty-seven states. Only twenty-one more to go this time!

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More careful sifting of candidates for teacher training is decidedly in order now. Thus we are not surprised to find State Teachers College of West Chester, Pa., setting a new standard for itself by admitting only those applicants who stood in the upper half of their graduating class. An alternate hurdle put before the admission applicants is a set of examinations more rigorous than those which the student must pass to secure the secondary school diploma. Registry in a teachers college has ceased to be an inalienable right of all high school graduates; a thing it never should have been, of course. Even more exacting requirements than those applied to date will probably result from the present lull in demand for teachers. President Norman W. Cameron prepares for the new day of quality rather than quantity production.

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With Clark University behind it a movement for the spreading of interest in geography should have full assurance of worthwhileness and success. The Home Geographic Society was established some three years ago in Worcester, Mass., with several of Clark's famous geographers as sponsors. A magazine known as "Home Geographic Monthly" is published by the society, and is a welcome messenger of geographic lore not only to children but to grownups likewise. H. G. S. is inviting people in every county to assume membership status as founders. No doubt an inquiry addressed to Dr. William T. Frary at Clark University, Worcester, will bring prompt information and a sample of the intriguing magazine for young explorers who wish to know about the world around them—and they are a numerous number.

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More "jogruffy"! National Geographic Society has resumed publication of its Geographic News Bulletins, which are supplied to teachers requesting the service and sending twenty-five cents to cover postage for the thirty issues. Each teacher receives five copies of the Bulletin, with such maps and pictures as may help to make the news vividly real to the boys and girls. The growing curiosity about this old globe of ours, and the abundance of good material now within easy reach of all Americans, are building bridges over oceans and casting isolation into dust bins.

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Speech reading for the deaf and hard of hearing is a subject which receives serious attention in Michigan State Normal College at Ypsilanti. Miss Anna M. Bunger of the department of special education, that college, has published in mimeographed form a manual for teachers and students wishing to learn the system taught at Ypsilanti. The Jena method, devised by Karl Brauckmann of Jena, Germany, is the basis of this work, and has been adapted to the English language with satisfactory results. The author of the new text embodying the experience of the Michigan experts will gladly answer inquiries. People who unstop the ears of the deaf and the partly deaf by enabling them to utilize their sight and other faculties to the best advantage, are engaged in a great task, and no wonder they are enthusiastic.

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America's most patient man has been found. Or so it appears. He is I. A. Smothers of Rossville, Ill., and he writes that he has taken the Journal of Education every year but one since 1876. He was off the list once, about forty-one years ago. Inasmuch as the honorable Journal was established in 1875, Mr. Smothers must pretty nearly rate as the subscriber of longest endurance. If any one has a record surpassing his, a word to that effect will be appreciated. The Journal — incidentally — is proud of the loyalty shown by its friends of long standing. Thank you, Mr. Smothers, for your noteworthy record.

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Minnesota Education Association elects as its new president Miss Daisy Brown, a teacher in Central School, Stillwater, who served four years on the legislative committee of the Association. During her chairmanship of that committee the statute providing for a state retirement fund for teachers was enacted. Miss Brown's election occurred at the annual convention recently held in St. Paul. Editor Bernice D. Gestie of Minnesota Journal of Education kindly sends us the news of this signal honor to a Minnesota teacher having an apparent gift for guiding lawmakers as well as children.

When Pedagogs Relax—*with Books*

By MARY ALLISON BELDING

THERE are books we have to read because of their direct bearing upon our daily tasks. There are books, on the other hand, that bring glad refreshment to our souls; books we should snatch time to read because we will enjoy them; books which add to our comprehension of the age in which we live or the past which still lives in us.

The problem is to select from the lavish outpouring of the presses such volumes as shall involve no waste of time. It would be presumptuous for one to claim a best list or a perfect list, from any standpoint. The titles here presented are, however, picked with care and are representative of modern thought currents. All are well written—some exceedingly well. They are the sort of books we like to own and place upon our shelves, for rereading or passing along to friends. Any of them would make an exciting bulge in a Christmas stocking and would help to enliven Christmas holidays.

Here are inspiring biographies, diverting novels, thought-stirring essays, popularized science, and what not.

All these patterns go to make up "A Goodly Heritage," by Mary Ellen Chase (Henry Holt and Company). This delightful book is reminiscent of the Maine coast and the New England tradition—Puritan, seafaring, and classical—as it existed in the final decades of the last century. Here is a treasure house of memory for those whose rootage is in the northeasterly corner of the nation, and an aid to better understanding of American backgrounds for those who have different origins. A pleasant vein of humor runs throughout.

"Darling of Misfortune," by Richard Lockridge, a skilled biographer, depicts the tragic life of the great tragic actor, Edwin Booth. As the biographer points out, Fate is the only playwright daring enough to stage a melodrama so "preposterously extravagant." Fate sends the hero from catastrophe to catastrophe: loss of his beloved young wife (whose deathbed he failed to reach because he was too drunk to heed or read four summoning telegrams); insanity of his second wife; unmerited failure of the Booth Theatre; anguish brought home to him by the assassination of Lincoln at the hands of his youngest brother, John Wilkes, who had always been the favorite of the family. John Wilkes Booth, upon hearing his own "Hamlet" praised, had once exclaimed: "No, oh no! There is but one 'Hamlet' to my mind—that's my brother, Edwin. You see, between ourselves, he *is* 'Hamlet,' melancholy and all." (Century Company.)

Like father, like sons, is sharply exemplified in "The Three Jameses," by C. Hartley Grattan (Longmans, Green). All three were philosophers: the father, Henry James, Sr., a philosopher-religionist; son William, a philosopher-psychologist; son Henry, a philosopher-novelist. Brought together for the first time into a single volume, these distinguished intellectuals return with intensified meaning as we see what each contributed to the thought of his time. Credit goes to a fourth James—grandfather William—for having amassed a sufficient fortune to enable the two following generations to develop their world citizenship and their respective geniuses unhampered by monetary millstones.

The life drama of another great thinker is revealed in "Blessèd Spinoza," by Lewis Browne, master of a vigorous style. (Macmillan Company.)

Grand Duchess Marie's earlier book, "The Education of a Princess," left its readers in the midst of a gripping drama. They wanted to know more. Escaping from Russia, she faced a future black with uncertainty. How did this every-way human and lovable princess begin and carry on life in a world utterly strange to her? In her second book, "A Princess in Exile" (Viking Press), are portrayed the struggles of this young woman, reared amid the pomp and protection of the Russian Imperial Family, to make a living. Her anxieties, loneliness, poverty, high hopes and bitter disillusionments, her persistence and her ultimate success, strike an appropriate note these days. These memoirs have the same warmth, simplicity and appealing quality that endeared the author to the readers of her first volume.

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Turning from the realm of real life to that of the imagination, let us glance at some books of fiction.

Would you enter into the atmosphere of the romantic Old South—vainly struggling to maintain its ghostly existence in this modern age of harsh reality? And would you—even more gladly—peruse a story written in the most delightful vein of a truly gifted writer; a novel whose theme is beauty, the beauty of a woman jealous of her own personal charm and jealous of her husband's affection; a book which deals with deep emotions? Then a treat awaits you in "The Sheltered Life," by Ellen Glasgow

(Doubleday Doran), without doubt one of the best books of recent months.

The fine fantasy and word skill of an accomplished poet are surely no detriment to the first novel of Robert Hillyer. Under the caption "Riverhead" he has created an unusual story of a youth, Paul Sharon, who is held in subjection by a selfish, weak father, for whom he gives up nearly everything life offers—love, ambition, freedom of the will itself. Paul is befriended by a godfather, Mr. Fiat, whom he has never seen. By him he is sent to college. After this respite Paul returns to his father's ruinous domination, until the father's death releases them both. Then follow a canoe journey up a certain river to the home of the benefactor at the river's source, and a new consciousness and fresh, ennobled purpose and strength are awakened. Love also returns with "anguish and delight." (Alfred A. Knopf.)

It is good at times to slip away from crowds and competition and to find peace and poise in some quiet corner of the world, where ways change little in the course of generations. Such a corner is France's Brittany. René Bazin presents a calm, strong story of Breton life in "Magnificat" (Macmillan). The narrative is woven about two rival claims that contend for the heart of Gildas, a son of the soil. The one is the young man's love for Anna, who in turn loves him devotedly. The other is a Voice which spoke to him in childhood: "You shall be my priest." On the eve of setting forth to the World War, Gildas feels he must make a decision between a future marriage to Anna and consecration to the religious life. Here is a charming tale, composed of simple elements.

Indians, friars, soldiers, civil officers and women play exciting roles in Honoré Morrow's "Beyond the Blue Sierra" (William Morrow and Company). It is a romance of 1775-76, dealing with the project to found a New Spain to the north and west of Mexico. Discovery of original diaries and notes of missionaries and military men who are historical characters of her novel, moved Mrs. Morrow to write this work. Her own intimate knowledge of the Southwest adds vividness and authenticity.

Three novels which many have already read and others are wisely planning to read, are "The Good Earth" and "Sons," those realistic, elemental stories of China, by Pearl Buck (John Day Company) and "The Fountain," by Charles Morgan (Alfred A. Knopf). The last is the tale of a British soldier interned in Holland, who sets out to find satisfaction in a contemplative life—and finds a woman.

Eugene O'Neill is easily the most discussed playwright in America. In Europe he is the only American dramatist to be considered. Announcement of a coming play by O'Neill causes more comment than the actual successful production of a play by any other author. Rough hewn, unconventional, bitter, rebellious, yet not lacking in grim poetry, O'Neill pictures "life a primal force, bursting all bounds." He himself says: "We have suffered too much from banalities." Liveright, Inc., promises publication this month of a single volume styled "Nine Plays by Eugene O'Neill." The collection will include his best known works, among them "Strange Interlude" and "Mourning Becomes Electra."

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The very audacity of Van Loon's Geography (Simon and Schuster) fairly lifts you off the marvelous earth which he describes. Fascinating as are the surprise jacket and the one hundred and fifty sketches done by the author, the word pictures are no less graphic and absorbing. It should appeal to persons from nine to ninety. This geography of four dimensions is a study of puny man's adventure in adapting himself to his colossal surroundings and gradually turning them to his own account. Negligible as the author makes man appear in physical comparison with the universe, he nevertheless emphasizes the prime importance of the human race in giving the rest of creation both meaning and purpose.

In "Thrills of a Naturalist's Quest," by Dr. Raymond L. Ditmers, curator of mammals and reptiles in the New York "Zoo," the author shares his amusing and dangerous experiences collecting and rearing families of kangaroos, kinkajous, armadillos, boa constrictors, and other strange folk. Among the chapter titles are: "Pythons in Apartments" and "Animal Clairvoyants" (Macmillan Company).

And if you care for essays—here are some good ones, grouped

The Books

Mentioned in the Accompanying Article

A Goodly Heritage	**$3.00**
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To Think of Tea	**$2.75**
A Victorian at Bay	**$2.50**

Readers of this magazine may, if they so desire, order any of these volumes from

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Boston

in two volumes, by two women essayists known and liked by many. "To Think of Tea," by Agnes Repplier (Houghton Mifflin), tells us many delightful things about tea and lures us to remote places and periods along trails of tea leaves. Tea drinking is a rite to many ardent and slavish devotees, and they particularly will revel in these essays. "A Victorian at Bay," by Anne Kimball Tuell (Marshall Jones Company), reminds us of distinguished qualities in such modernly disdained nineteenth century writers as Meredith, Mrs. Gaskell, Christina Rosetti and Sienkiewicz. The "Crotchets" composing the second part of the volume are less bookish and with ready wit and insight approach such topics as "The Wood of Real Beasts," "The Ghost of the Grind" and "The Creed of the Concrete."

Tea and books and casual philosophies lead us away for brief respites from labors which, however interesting in themselves, become, through everyday use, dimmed with drudgery and drabness.

Radio Awaits Orders

By CLINE M. KOON

Senior Specialist in Education by Radio, U. S. Office of Education

DESPITE the fact that many leading educators say that radio may be used in various ways to help carry the ever-increasing burden of education, only a small proportion of public schools have been making systematic use of local broadcasting facilities. In centres where schools have been making extensive use of broadcasting for a number of years, community leaders are enthusiastic about the success of the service. Therefore, it seems appropriate that school officials should ask themselves the question, "How can we use our local broadcasting station for educational purposes?"

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The dynamic qualities of radio and its general availability combine to make it potentially a vital force in a community. Radio can be used as an open forum for the discussion of public questions of major importance. It can be used as a classroom instructional device, or as an outlet for superior work done by pupils.

Citizens of a community are entitled to know how the public schools which they support operate. Here, also, radio can play an important role in disseminating information about the schools to taxpayers.

Even greater, however, is the opportunity to use radio directly and indirectly as a means of adult education. Educational attainments of the average American citizen have been practically doubled during the last quarter of a century. The demands for continual educational opportunities, likewise, have increased by rapid strides. These factors, combined with more leisure time and the higher educational requirements in numerous occupations, have created a widespread desire for educational and cultural training by adults.

If the public school system sees fit to assume any direct responsibility, the local broadcasting station can be of invaluable assistance. Since the children of the community will profit both directly and indirectly from any plan of adult education that involves broadcasting, the use of broadcasting in a community program of adult education seems doubly desirable.

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Any arrangement to make systematic use of local broadcasting facilities by public school officials should be prefaced by a sincere desire by both the school officials and the radio station management to serve the public.

The responsibility of the radio station manager does not end when he offers the local schools a satisfactory period and tells them to use it in any way they see fit. Without censorship of the material itself, he should lend the assistance of his staff to make the broadcast program as good as possible. Neither does the responsibility of the superintendent of schools end when he accepts a period for a broadcast series and delegates it to certain schools. He, too, should spare no pains to insure that the school broadcasts are done as well as possible.

In educational broadcasting the local radio station has a definite responsibility not merely to meet the demands of its diversified audience but also to make a sincere effort to raise the standards of taste and to stimulate worthwhile community activities. The public schools, likewise, have certain community responsibilities. Each should learn to appreciate the potential services and the difficulties of the other. Each can assist the other. Teamwork is essential.

THE SCHOOL FORUM

Conducted by

S. Monroe Graves, Ph. D.

Sculptors of the Human Spirit

ALICE FREEMAN PALMER was a school-teacher. Ezekiel Cheever was a school teacher; so were Horace Mann and Charles W. Eliot. In the many colleges and universities, in the numerous public schools of our nation, every year there are men and women devoting their lives and talents unreservedly to education. These persons have pledged their all for the happiness and success of American youth. The parents of the children attending the educational institutions in this country are joining hand in hand with the teaching staffs of these great institutions in realizing the educational objectives set up as most worthwhile for the boys and girls being reared in American homes. With these parents and teachers the nation as a unit is in close accord. Educational institutions certainly represent one phase of American activity which the nation is unwilling to neglect even in unfavorable times. The confidence of the people in the training given their boys and girls in the nation's schools is particularly noteworthy. The mutual helpfulness of teachers and parents even when the load to be carried has been made heavier and the burden more difficult, has, in reality, made the load lighter. The opportunities of teachers are perhaps greater in times of depression than in seasons of prosperity, because in prosperity the mind of the individual may be less open to suggestion; the spirit even may be less willing to co-operate; the physical powers may at times refuse to give in full measure. On the other hand, during times when conditions are unfavorable the human soul seeks to express itself to other human souls, hoping, thereby, to have others share the burden and fortify it to renewed endeavor and to steadfast hopefulness.

The opportunity of the teacher in a school is even greater perhaps than that of the president of a great republic because the youthful mind in school is still in a plastic stage; is open to suggestions; is amenable to fostering interests; is alert to the call of ambition; is unstifled in its wish for adventure; unsullied by undesirable experiences. Grown men and women, on the other hand, may listen to the inspiring words of a great orator, words that are enlightening, thrilling, and that should carry conviction, and yet not be moved. Such Presidents as Woodrow Wilson and Theodore Roosevelt went beyond their own powers of endurance in order that they might convey directly and with all the force of their personal magnetism their best thought to the American people. Both of these men were very anxious that greater achievement might be attained by the American people. What they suggested but what they were unable to accomplish, the "forgotten" teacher in the "forgotten" school is able to accomplish. For generations the little red schoolhouse was the symbol of civic as well as educational progress. The youth of the land habitating the isolated farmhouse traveled miles over difficult roads that its subsequent life might be brightened by a ray from the torch of learning. The little red schoolhouse with its conscientious teacher was a symbol of American democracy. Today the single room school is still the symbol of progress in many rural communities. A new force, however, though similar, has entered the arena. It is the consolidated school which represents in education the ideal which is illustrated in various manufacturing systems by the policy of consolidation and co-operation. With improved roads and better conditions of transportation, boys and girls have been brought to a centrally located grade school; a school which offers similar advantages to those given to the boys and girls in the more populous areas. The teacher in the consolidated schools as well as the teacher in the isolated one-room district school has nearly the same goals to realize. Their opportunities are alike in that they have direct access to the open mind in its plastic stage. A story is told of one of the great teachers in Europe that he felt a certain awe each morning as his pupils came into his classroom. It is stated that this great teacher removed his own hat from

his head as the children passed by him entering the school. His thought, so the story goes, was that in those seemingly irresponsible youths there were the future leaders of the nation. As a teacher, he sensed his own responsibility, his own obligation under such circumstances. His attitude certainly was intrinsically valuable inasmuch as it kept ever before him the part which he was to play in the human drama. Great teachers may come and they may go, but the great work which they have started will continue long after their own names may have been forgotten, because instruction is like the ripple on the lake, increasing its radius inch by inch as it spreads to the outermost shores.

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The earliest pioneers coming to Massachusetts realized very soon after they arrived that education was an essential requisite for any community. They understood that a real obligation rested upon themselves for the establishment of schools of learning where the youth of the land might dispel ignorance which otherwise would settle upon them. Democracy perhaps more than any other type or form of government must have an adequate educational system. Through ignorance, the principles of government become misunderstood; through ignorance the people may come to mistrust those in authority; through ignorance revolutions may take place and overthrow the work and achievement of a thousand years. In all this field of thought and action the teacher in his classroom has remarkable opportunities to influence national thought and to fashion the bulwark upon which national stability depends. An instructor gives lessons not only in his subject, but in his visions and in his discriminating judgments and logic as applied to living. He gives most who gives most of himself. This, too, the gift of great personality, is the most valuable portion which the pupil may hope to receive. An individual, even by himself, with a few books may acquire the so-called fundamentals of an education; he even may go rather far forward in his educational progress by his study of language, mathematics, science, and the arts. He may reach a high degree of perfection in understanding the world of learning. Without the motivation, however, of the spiritual elements, although he may have gained considerable by his learning, he otherwise has lost much. In such a situation as this the teacher steps into the breach and gives to the expectant youth those statements of high idealism, those urgent suggestions toward a dynamic unselfishness, those realistic comparisons leading into a world of adventure, high ambition, real success. The teacher may sometimes wonder if he is as successful as these statements would seem to imply. It is quite true that the human mind may function importantly almost without the individual's being conscious of such working. The subconscious field may be filled with motivating impulses raising the individual to higher levels; it may be teeming with new ideas supplied by an unknown hand; it may be in a stage of ready willingness for great undertakings. With such possibilities in human psychology, the teacher must be thrilled by his opportunities to teach. The very thought of the fertile imagination, the keen understanding, and the alert desire for activity and adventure, must necessarily inspire the instructor to his very best efforts. No one should enter the teaching profession who does not feel called by the spirit "to serve" in the capacity of teacher. It is a profession too holy; its sanctions are too nearly divine; its objectives are too spiritual in their nature to have its sacred precincts entered by the unworthy, the unprepared, the uninspired. As the skilled sculptor works over his block of marble shaping the hard material into exquisite forms and beautiful allegories representing the highest thought in human contemplation, so the instructor of youth working upon material of the human being, as a true follower of the greatest teacher who has gone before him, seeks likewise to develop from human material exquisite forms of human conduct and beautiful and rugged types of American manhood and womanhood.

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Question.—How may a teacher best meet problems presented by an increase in the teaching load which gives each instructor more pupils to a class?

Answer.—The first requisite is to have the right attitude towards it. If an increase in the load had not been found necessary because of the present economic crisis, and because of other circumstances, the load would, in all probability, not have been increased.

Secondly, much help can be secured by having the daily lesson plans developed more in detail so as to aid each pupil in understanding better the daily assignments. A third way is sometimes employed which consists in having the more capable pupils aid the ones experiencing difficulty. Methods utilized in most instances consist of dividing the large classes into small homogeneous groups, and adjusting both subject matter and methods to the capacities of each group.

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NOTE: *The Forum is pleased to consider any important educational problem. Please mail to the Journal of Education "Forum," 6 Park Street, Boston.*

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

Where to Buy!

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

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Pohlmeyer, Inc., Passaic, N. J.

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Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco

American Book Company, New York Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

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C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

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(The Medici Prints), Boston, Mass.

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327 South LaSalle, Chicago, Ill.

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FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

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Cambridge, Mass.

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Samson Electric Co., Canton, Mass

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Girls Elect Course in Golf

RIDGEWOOD, N. J. — Golf has been added to the elective courses in physical instruction for girls of the senior class of Ridgewood High School, and almost all of the more than 125 girls in the class immediately elected it. The board of governors of the Ridgewood Country Club has lent the services of the club professional, George Jacobus, as instructor, and the use of the links on Thursday afternoon. Mr. Jacobus began work with a classroom lecture of an hour to each of four sections of his class. There will be an hour's lecture every Monday, and an hour's field work every Thursday afternoon. The field work comes after school hours, but the students seem to regard it as no hardship. Elizabeth Sellier, physical director of girls at the school, is co-operating with Mr. Jacobus in the course.

Colleges Are Cutting Costs

WASHINGTON. — American colleges and universities, said the Federal Office of Education, are carrying on under present economic conditions by reducing funds for salaries, suspending building programs, and curtailing activities not absolutely essential. Replies to a questionnaire sent out by the office showed the average decrease in income for 200 public and private schools of higher education was five to seven per cent., although a few were short as much as fifty per cent. or more. "Very little change is expected," the office said, "in the general level of tuition rates and fees per student. Some few schools expect to increase these charges; still fewer will cut them. Several institutions report that their building program is to be reduced or entirely suspended for the year. Others expect to make great reductions in their extension and correspondence work, or will eliminate them entirely. In other schools appropriations for scientific research are reduced or dispensed with. The total decrease in teaching staffs reported by the schools is approximately 300. If this reduction in staff holds for all universities and colleges in the country, it means that about 1,500 fewer professors will be employed this year than last."

BOOK TABLE

HIGH SCHOOL ENGLISH. By Henry Seidel Canby, John Baker Opdick and Margaret Gillum. Cloth. 484 pages. New York: The Macmillan Company.

There was never so much to talk about as there is now, and talking was never as important in the life of men, women and youths as it is at present.

The World Crisis, making an entirely new world socially, economically and civically, makes it absolutely necessary that everybody should make it clear that he be explicit in what he says. One cannot assume that any one will be able to interpret what any one means by what they have known of his previous thoughts.

There was never a time when everybody needs to explain clearly what he thinks and what he proposes to do as now.

The characteristic feature of this book is that it assumes responsibility for what one wants to say as well as for the way he says it.

One's thinking should be interesting and his talking and writing should be attractive as well as clear and correct in its expression.

Every sentence has the spirit and force of 1932. Its information, intelligence and inspiration have the reaction of the new civilization.

SUPERVISED STUDY. By Louis R. Kilzer, University of Wyoming. Cloth. 332 pages. Educational Executives' Series. Carlos B. Ellis, editor-in-chief. 420 Lexington Avenue, New York: Professional and Technical Press.

"Supervised study" is one of the features of modern education that meets a real need in a direct and forceful way.

The name, "Supervised Study," is an important creation that requires no explanation.

Many professional terms have slight value because they provoke discussion and create trouble for teachers, students and school officials.

The modern professionalist wants something that can be sub-divided indefinitely so that there can be fifty-seven varieties of professionalists in any university school of education. Supervised study has one purpose—to make the student self-reliant.

Supervised study cannot be professionalized. Study by any child can be supervised, but it cannot be professionalized. No specialist can create a system that can apply to making all children self-reliant in school work. The teacher alone can know when a pupil studies masterfully.

Carlos B. Ellis, editor-in-chief of this series of books, is a rare combination of successful experience and sane theorists, and his choice of Dr. Kilzer for the creation of this study of this vital subject shows that he appreciates the significance of modern education.

There is no university in the United States that has solved more problems wisely and heroically than has the University of Wyoming, and Dr. Kilzer, in this presentation of every phase of supervised study, demonstrates reverence for the best traditional inheritance and watchfulness of liabilities of fanaticism in newness.

THE GINGERBREAD MAN AND OTHER SONGS OF THE CHILDREN'S STORYBOOK FRIENDS. By Sutis N. Coleman. Illustrated by Ruth Hambidge. Cloth. Holiday issue (11 by 8 inches). New York: John Day Company.

This is a fine demonstration of the adaptation of modern education to the age and temperament of children. The music practice of little children is here ideally adapted to the age and interest of children of the present science, industrial and social created day.

We have seen no equally skillful and artistic attempt to meet the present-day child. It is a school responsibility and a home opportunity at the same time. It is an appeal to the most aristocratic culture and the most devoted professionalism. It has Christmas glow and science of music and professional philosophy artistically blended.

EVERYMAN'S LIBRARY. More than 850 volumes. Cloth. About 400 pages each. New York: E. P. Dutton Company.

This "Library," English published, available at low price, contains every masterpiece in English.

The publishers will be glad to send a complete list of the "Library" upon request. We list a few that are of universal use in American schools: "Robert Browning's Poems" (2 vols.), "Lord Tennyson's Poems" (2 vols.), "Robert Burns' Poems and Songs," "John Keats' Poems," "Shakespeare's Comedies, Histories, Poems and Tragedies" (3 vols.), "Wordsworth's Poems" (2 vols.), "Shelley's Poems" (2 vols.), "Chaucer's Canterbury Tales," "Dante's Divine Comedy," "Milton's Poems," "Oliver Goldsmith's Poems and Plays."

ENJOYING POETRY IN SCHOOL. By Howard Francis Seely, Ohio State University. Cloth. 267 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

We gladly accept Dr. Seely's appreciation of poetry as the most lastingly and deeply effective of the literary arts. It is not difficult to see how this may well be. In poetry there is everything that is found in any of the other forms and types of literature, and it is there to a heightened degree. Life as portrayed in it may be infinitely more vibrant and poignant than it is in the novel, the essay, the drama, or the biography.

Dr. Seely's book makes poetry enjoyable from every angle. It has a spirit that utilizes every phase of rhythm and melody which appeals to children and youth.

THE BEST STORIES OF EXPLORATION I KNOW. John Clair Minot. 317 pages.

BOY SCOUTS AT THE GRAND CANYON. Walter Prichard Eaton. 303 pages.

Both bound in cloth. Boston: W. A. Wilde Company.

The W. A. Wilde Company has established a reputation for securing authors who are editorial-page writers for leading city papers, which guarantees serving the latest interest of the reading public.

What is more important, their authors write with a definite purpose. They always have in mind the influence of their message upon the character of the reader. There is always a mission in their message.

The world crisis is creating a new world civilization, which is to be, above all else, dominated by manly men, and nothing stimulates heroic achievement in the tragic every-day economic civic and social activities of today more than a vivid portrayal of the true-to-life explorations of those in whose careers the young men-in-the-forming, from fourteen to sixteen, are vitally interested, historically or biographically.

In the same spirit "Boy Scouts" has explorations that interest younger lads, and Walter Prichard Eaton makes his stories as thrilling as those of John Clair Minot.

Books Received

"General Science for Today." By Ralph Watkins and Ralph C. Bedell.—"The Church School Comes to Life." By Mildred Hewitt.—"How the Present Came from the Past." By Margaret Elizabeth Wells. Macmillan Company.

"Debate Outlines on Public Questions." By Oliver Clinton Carpenter. Minton, Balch & Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Size of Class as It Affects Study Is Investigated

LAFAYETTE, Ind. — That large classes are at best as good for the student as small, and possibly better for him, is deduced from the results of three experiments conducted at Purdue University over a two-year period.

The following conclusions are drawn, in brief:—

1. Size of class is not a significant variable in the achievement of students.

2. Student attitude in the small classes unanimously favored the small classes.

3. Student attitudes as measured by ratings of the instructor are not greatly affected by class size.

4. The average amount of time spent in preparation as reported by students is not significantly affected by class size.

5. The experiments suggest that the cost of instruction may be significantly reduced and the instructor's effectiveness increased without affecting student achievement and without increasing the instructor's burden, by having at least part of the paper work corrected by competent student assistants.

A total of 210 engineering students beginning college mathematics, under two different instructors, were involved in the three experiments. Three small classes were used, ranging from nineteen to twenty-seven students, and three large classes of from forty-three to fifty-four students. The small classes were matched, student for student, with some member of the large class under the same instructor, the matching being done in terms of school, of enrollment, and probable achievement, as measured by the Iowa Placement Mathematics training test.

Youthful Criminals Compelled to Study

GRAND HAVEN, Mich. — Youthful criminals here must go to school under an edict of Judge Fred T. Miles. Along with the jail terms, Judge Miles sentences first offenders to a course in reading. Recently he quoted a passage from Keats, and told two boy-bandits to find it and report to the probation department. Judge Miles himself provides the books for the jail-school.

SCHOOLS IMPROVE IN VIRGIN ISLANDS

Curriculum No Longer Limited to Academic Subjects —Education System Is Centralized

ST. THOMAS, V. I.—The Virgin Islands with a population of only 22,000 and a total area of about 133 square miles—less than twice the size of the District of Columbia—now have a public school system which resembles in most respects the form of public education offered in the United States. With few exceptions all the natives can qualify as literate, according to Arthur E. Lindborg, director of education for the Virgin Islands.

This possession of the United States has its elementary, junior high and senior high schools, and the pupils progress through the grades in the same manner as do American children in the homeland. Since the islands, formerly known as the Danish West Indies, were purchased from Denmark by the United States in 1916, the school course there has been "humanized." It is no longer limited to the "three R's." The scope of the curriculum has been widened to include such subjects as music, sewing, woodwork, gardening, hygiene and a number of other courses of interest and practical value to children.

Since 1917 the schools have been reorganized on American standards of classification. The 6-3-3 plan of gradation is used.

Education is compulsory between the ages of six and fifteen. Foreign-born children are required to pay a tuition of $1 per month on the Island of St. Thomas. Fines, not to exceed five cents per day, may be levied by the school director against parents and guardians of children absent or tardy.

With few exceptions classes are not large. One hundred and thirteen teachers are employed with an average class of twenty-seven pupils each. The teachers' salaries are low as measured by standards in continental United States, but they have been increasing, owing to the raising of the standards for license to teach. Less than twenty years ago the headmaster of a communal (urban) school received $45 a month for his services. Today the same position pays a salary of $120 a month. Twenty years ago the assistant teachers, working on full time, received as little as $4 per month for their services. The same type of teacher today begins with a minimum of $20 per month.

Although local needs determine largely the work offered in the public schools, every effort is made to classify the work accomplished in terms and units common throughout the United States. This practice enables any child in the elementary school, or student in the high school, to transfer to a similar school in the United States without loss of standing in school subjects.

Snobbery Menaces Boarding Schools, Asserts Dr. Drury

CONCORD, N. H.—Dr. Samuel S. Drury, rector of St. Paul's School, sees in snobbery a menace to the American boarding school.

In his annual report Dr. Drury, one of the nation's foremost educators, said that "boarding schools, if they wreck, will break not on the rock of scholarships, but on the shoals of snobbery."

"Why not face it?" he asked. "We exist to serve Americans that are, not aristocrats that were or, worse still, that would be. Certain backers have taken smug satisfaction in comparing a school catalogue with the social register. It is a fact that our social relationships in this new land have a basis almost wholly financial. A sorry sign in this republic is the assumption that the judgments of the rich are true and that their behavior must be righteous altogether.

"There is, to be sure, no antithesis between money and brains; no antipathy between money and culture. While we should neither exclude nor seek pupils because of their family possessions, we must never forget that a congregation of merely rich boys would be dull indeed. But any exclusiveness suggests superiority. It menaces the church boarding school."

INDIANS NOW ASKING ENTRANCE TO SCHOOL

GREAT FALLS, Mont. — Indians of the Southwest, particularly of the Navajo tribe, are making rapid educational and economic advances, M. K. Sniffen, secretary of the Indian Rights Association, reported recently.

Sniffen, touring Indian reservations of the West, said the Southern tribesmen had abandoned their old individualistic ideas, and were co-operating for their mutual benefit in developing formerly arid agricultural districts and manufacturing such products as baskets, blankets and silver ornaments.

He said that many of the Indians now are asking that their children be sent to schools. They once hid their children from government agents and forbade them to attend the white men's classes.

The secretary said that Indians in Alaska, particularly the southeastern portion, had suffered more than the members of any other tribe from conditions attending the depression.

Failure of the canneries to buy fish caught by the Indians, and employment of labor at greatly reduced rates have worked considerable hardship on the Indians, he said.

Parents Attack School Budget Slash

NEW YORK. — The governing board of the United Parents' Association, representing 18,000 parents of children in New York's public schools, have sent a recommendation to the Board of Education and to Charles L. Kohler, director of the budget, protesting that no curtailments should be made in the public school budget except to eliminate waste and inefficiency. The organization protests against various Board of Education proposals for economy measures in the 1933 budget, including increase in the average size of elementary and high school classes, elimination of vacation schools next summer, and curtailment of the recreation and evening school programs. The organization plans to call a conference to put before school and budget officials "the parents' philosophy of education as applied to the maintenance, even in the face of the present depression, of functions and services important to the development of the school children of New York City."

Bashfulness Bad Fault in Children

COLUMBUS, O. — What is the most serious kind of bad behavior in a child? Parents, when asked this question, give an entirely different answer from that given by mental hygienists, who are authorities on child guidance, declared Dr. Ralph M. Stogdill, of Ohio State University. In order to make this comparison he asked 110 parents, forty-five college students, and fifty mental hygienists to rate in order of seriousness or undesirability seventy items of child behavior. The parents and students agreed fairly well. They are practically unanimous that opposition to parents and the violation of social taboos are the worst things that children can do. Mental hygienists, on the contrary, consider more serious such items as bashfulness and daydreaming, and those acts indicative of emotional and social maladjustment.

Public Consults College Library

MADISON, Wis.—A picture of the channels through which a college loan library service reaches the public is given in the new annual report of the department of debating and public discussion of the University of Wisconsin extension division. It lends collections of material throughout the state on a wide range of subjects—3,044 last year—upon which it keeps down-to-the-minute files by following all publications closely. Although neary half of its 9,166 loans of the year were made to educational institutions and students, the more general public was not far behind, for women's clubs, fraternal orders, rural and community clubs, churches and religious organizations and others rolled up a total of 3,041 requests. The women's organizations, true to popular lore, it appears, were particularly aggressive in the search for information, making 327 applications. That the rural awakening was only slightly less complete, however, was shown by the 295 applications from rural clubs.

They Learn Geography With Electrical Map

MADISON.—Roy Luberg, high school geography instructor, believes the map he uses to teach location of United States cities is the only one of its kind. The map has no names. Electric sockets mark the location of every state capital, or city of more than 100,000 inhabitants. Beside the map is a switchboard containing an alphabetical list of the cities, with a switch beside each.

Luberg places a plug in a switchboard socket. The student, noting the name designated by Luberg's plug, places a plug in the map socket which he believes is the location of the city. A light glows above the map when the student finds the correct socket.

RURAL SCHOOL WORK IN SOUTH A PROBLEM

NEW YORK.—Present conditions have made the problems of rural education and recreation increasingly difficult, but the present educational methods pursued in the rural South are open to the criticism of trying to educate the twenty-five per cent., and forgetting the remainder, Dr. Fannie W. Dunn, of Columbia University, said in an address before the eighteenth annual meeting of the executive board of the Southern Woman's Educational Alliance. Dr. Dunn explained the purpose of the alliance is to attempt to discover vocational opportunities for the rural children, and guide them into the channels where they seem best fitted.

"As we have brought increasing numbers of children, representing all types of economic environments and social backgrounds, into the schools, the old type of secondary education established years ago becomes obsolete," Dr. Dunn said. "It is necessary to apply our study of vocational education in guiding these children into well-rounded, useful lives."

The report of a survey recently made by the alliance among the southern Appalachian schools showed, among other conclusions, that of sixteen schools visited, none had a definite program of vocational guidance, and none considered the child as an individual in its educational policy.

Cost of $25,000 School Cut to $1,000 by Gifts

NATHAN'S CREEK, N. C.—School children of this community went to school this year to a $25,000 building that cost the county only $1,000. The building has eleven rooms and stands in the middle of a six-acre tract. The achievement was accomplished by gifts of materials and labor by people of the community. The county allowed them $1,000 cash for the building. No bonds were sold and no debts contracted with the structure.

College Paper Suspended by Dean

NEW YORK.—Publication of "The Ticker," student newspaper of New York City College School of Business, was suspended by Dean Justin H. Moore, pending a "satisfactory reply" from the newspaper's staff to his demand that all copy be submitted to faculty censorship. After the receipt of the suspension order, Bernard Zobler and Seymour Grudin, editor and business manager respectively, informed the dean by letter that they could not "consistently with the ideals of student freedom and editorial liberty, which we have striven to maintain in The Ticker, accept the proposed conditions."

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Pupils Strike to Back Parents in Mine War

KINCAID, Ill. — School children recently enlisted in the violent Illinois mine war, and called a "school strike" so severe that militia were called to protect their classmates. The sons and daughters of the men who worked Kincaid's mines refused to study readin' and writin' and 'rithmetic in a schoolroom heated by non-union coal, coal mined for $5 a ton instead of $6.10 as demanded by the miners. They tossed down their school books, and marched out of the high school. And so bitterly did they taunt the seventeen boys and girls who did not leave that a squad of national guardsmen was rushed to the scene to ward off violence. "Our fathers aren't working in the mines," Joe Forelli explained. He is fifteen, a youthful leader in the strike that threw this little coal-mining community into turmoil. "They're striking to get $6.10 a day. And then the school board buys coal from mines working on a $5 scale. So we're going to stay out of classes until the school buys $6.10 coal." Joe's father, a black-browed miner, who has been out of work for months because of the wage controversy, backed up his son. "That's right," he said. "No son of mine is going to study in a room heated with coal from the strike-breaking mines. We miners have gone through a lot in this fight. Our boys and girls are fighting with their fathers." The school board was at a loss over what could be done. Dr. R. J. Miller, president of the board, explained the purchase of coal from the Peabody mine, operated on the $5 scale, was made because this was the only mine that would accept the board's tax warrants.

NATION'S SCHOOL PLANT DOUBLES IN VALUE

WASHINGTON.—A decrease of over 24,000 public school buildings in the United States during the last decade is offset by an increase in actual value of buildings to the amount of 157 per cent., the Federal Office of Education points out in its biennial survey of statistics on state school systems.

Although the number of buildings decreased from 271,319 to 247,289, the value arose from $2,409,719,120 to $6,211,327,040 during the decade between 1920 and 1930. Elimination of one-room schools, which averages 2,297 annually, accounts for the large decrease in buildings. They are replaced by consolidated schools in most instances, it was explained.

Since there is no uniformly accepted definition of a consolidated school, it is practically impossible to present data showing the number of such schools in the country. In 1920 forty-three states reported 9,752 consolidated schools; in 1930 forty-four states reported 16,232 such schools. In forty-two states reporting for both years, there were 9,684 consolidated schools in 1920, and 15,266 in 1930, an increase of 5,582, or 57.6 per cent., for the decade.

Physically Handicapped Are Sent to College

HARRISBURG, Pa. — The commonwealth of Pennsylvania sent twenty-eight physically handicapped citizens to college this fall. The group represented persons being assisted by the state bureau of rehabilitation. Fifteen of them were disabled in industrial accidents. Most of them are training to become teachers. Others are studying to be architects, journalists, lawyers, dentists, foresters and engineers. The bureau also has eighty other disabled persons who are being taught trades at secondary educational institutions.

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"WISDOM HAS FAILED"

British Author Blames Schools for World Slump

PHILADELPHIA. — Sir Norman Angell, British author, economist, pacifist and former member of Parliament, arraigns the present world system of education as largely responsible for the depression. He declared it has failed, among other things, to prepare the masses to understand the most elementary economic facts.

Education, Sir Norman said, has encouraged national hatreds rather than warning against them. "It is obvious," he continued, "that nationalism in Europe is one of the causes of disintegration, and education ought to warn its subjects against falling into the sort of traps that nations have fallen into. But education, for the most part, does not. German education, just after the revolution, did make the effort, but it does not seem to have lasted. Wisdom has failed in Europe, and presumably education has its part in the blame."

Sir Norman said that he doubted whether the object of education today is to prepare us to understand the kind of world in which we live.

"Education is often traditional in its values," he continued, "or it would not have omitted elementary economic truths. For instance, Europe for ten years failed to face the truth of reparations, and came near destroying the economic structure. Reparations can only be paid in goods, and the Allied nations forbid, in effect, German increase in foreign trade."

Quincy Arranges "No School" Signal

QUINCY, Mass.—Albert Cochrane, assistant superintendent of Quincy schools, assumed the responsibility of arranging a "no school" signal for Quincy, which hitherto has been without such a signal, depending on parents to determine whether or not the weather was suitable for school attendance. Mr. Cochrane has made tentative arrangements with a Boston broadcasting station to announce no school on days of forbidding weather. In addition the fire siren in Quincy square, which can be heard from a distance of five miles, will be sounded on mornings when no school will be held. There will be no opportunity for a mistaken signal, Mr. Cochrane pointed out, since the siren is now used only to warn traffic of approaching fire apparatus. The "no school" signal will be a long, continuous blast of several minutes' duration.

Safety Drive At Dartmouth

HANOVER, N. H. — Palaeopitus, the student governing body of Dartmouth College, has started a campaign for safe and sane driving on the highways. The aim is to avoid a repetition of the many serious automobile accidents which occurred last year on football game week-ends. A feature of the plan is a small sticker, which the student driver will attach to the corner of his windshield. With a reproduction of the Palaeopitus seal, it bears the caption, "Dartmouth College Safety Drive." On the back is a printed pledge, which each driver will sign: "I will drive to promote safety and the welfare and good name of the college." President Hopkins has endorsed the program as appealing to the students' sense of responsibility rather than promulgating restrictive measures.

Call Students Home for War

BUENOS AIRES, Argentina.—Colombian students in Argentine colleges have been notified by the Colombian Legation to return home immediately for military service. Pedro Sondereguer, a Colombian deputy who arrived here recently, says that Colombia will not hesitate to go to war with Peru if necessary to maintain respect for its rights in the town of Leticia, which was seized by Peruvian citizens on September 1. Leticia and surrounding territory were ceded to Colombia by the treaty of 1922, and Senor Sondereguer declares that Colombia feels boundary treaties are not subject to revision, like trade treaties. The junta which seized Leticia has asked the Lima Government to seek revision of the treaty, and the government has indicated to Colombia that it would like to arbitrate the dispute.

TEACHERS FIGHT CUT

Delegates Oppose Lowering N. Y. State Aid

NEW YORK.—Opposition to any reduction in state aid for public education or to the dropping of new curricula adopted to equip students better for modern times was expressed in meetings attended by 9,000 teachers of the southeastern district of the New York State Teachers' Association.

W. Howard Pillsbury, president of the state association, recognized the present as a time for rigid economy in every branch of government, and said that educators realize this need, but he urged that in curtailing expenditures for education they should not fail to take into account the permanent effects which might result from inadequate training of children. Later prosperity, he said, would not fill the gaps made in education during a depression. Curtailments in curricula, Mr. Pillsbury thought, should not affect health and vocational education, music, art and other subjects which have been added to meet modern conditions.

He suggested that history, geography and civics be combined to form a social science course as one subject, and that the fundamental subjects of reading, writing and arithmetic might be correlated to reduce the time and expense of treating each separately. The average size of classes might be increased, he said, to reduce expenses.

A reduction in state aid, which, he said, tends to equalize opportunity for education throughout the state, would mean transferring taxes from "intangibles," such as stocks and bonds, to real estate, which, in turn, would curtail local support of schools.

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Price - 70 cents

Famous Academy Is Sold for $20

PICTOU, N. S. — Canada's most famous academy of learning has been sold for twenty dollars. The "old college," the original Pictou Academy, over which was fought the battle of the nineteenth century against unconstitutional government and religious intolerance, is to be razed for the wood in it. Built in 1816, it gave Canada many distinguished sons. It was abandoned about a year ago. Percy MacDonald's bid of twenty dollars was the highest of seven, and he was awarded the relic. It was erected as the nucleus of a Presbyterian college, but as such was regarded by the Church of England as a potential rival of King's College, Windsor. It was largely the battle over the existence of Pictou Academy, more than any other question, that led to responsible government in Nova Scotia.

Offers Studies Free To Idle Over 30

EASTON, Pa.—Lafayette College will attempt to aid the unemployed in this community by offering courses free of charge to jobless men more than thirty years of age this fall. The college authorities believe the plan will enable many unemployed men to fill their spare time in a worth-while manner, and that it will give them an opportunity for greater usefulness in the future. Courses will be offered in engineering, economics, history, government, law and other subjects of special interest to the layman.

Realistic Curriculum At Nash Junior College

CLEVELAND, O.—A new junior college, which will go a step further than most in basing its curriculum on a realistic view of the social needs of the time, has opened here. Studies to be made from the vast reservoir of information and experiences such as compose a modern large city, as much as within the college walls; efforts to teach in terms of actual daily life; and the aim to turn out students capable of developing their own philosophies, are distinctive features of the plans. Nash Junior College, which is to form a liberal arts division of the Cleveland Y. M. C. A. schools, is believed to be only the second of the growing army of junior colleges—now numbering 450 in the country—to be based on "ultra-modern" educational theories. The other is Stephens College, in Missouri. Nash will base its curriculum on the principle that a two-year junior college course should be general in nature; that it should offer an orientation to various fields of knowledge through an exploratory approach to life's problems.

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(Signed) H. B. THOMPSON,
Supt. of Schools,
Marine City, Mich.

THE ARLO PUBLISHING COMPANY
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Grins Between Grinds

Getting a Break

There called upon a theatrical manager an aspiring playwright with a melodrama he had written. The young man was addicted to stammering, but he did not mention his affliction. As he entered the room, the magnate said abruptly: "No need for introductions—I know who you are. You know who I am. You say you've got a play. All right, I'm a busy man. Sit down and read it to me." The dramatist obeyed. He made heavy going of it, but eventually he finished. "I'll take your play," said the manager. He pressed a button, and his secretary entered. "Fix up a contract for this young fellow. I'm going to take his play. It isn't much good, but it ought to make an audience laugh their heads off—all the characters stutter."

• •

Motor-Wise

Small Girl (to seven-year-old boy friend) —"Oh, I think you're lots better looking than your daddy."

Boy (true child of the motor era)—"Well, I oughta be — I'm a later model."

• •

Extra!

Jim the Porter — "Boss, de ladies have finally giv' in, ain't dey?"

Boss—"Give in? How?"

Jim the Porter—"Well, Ah jes' now seen a sign down de street dat said: 'Ladies Ready-to-Wear Clothes.'"

• •

Taking No Chances

The barber was feeling cheerful that afternoon, and as he lathered his customer's face he chatted pleasantly.

"No, sir," he said. "I used to give credit, but I don't now. In fact, nobody ever asks for it."

"Why is that?" asked the customer.

"Well, you see, sir," the barber explained, "I once had a set of customers who used to ask me to chalk it up, and they kept me waiting so long that I got tired of keeping books and adopted a new system. When I shaved one of them, I put a little nick in his nose with my razor, and kept tally that way. It was wonderful how soon they came back to the old plan of paying for each shave at once."

There was a tremor in the customer's voice as he asked from beneath the lather:

"Do you object to being paid in advance?"